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ABSTRACT

This report discusses the proposed Grad*Star Program (a Women's Educational Equity Act Program) to deal with the extremely serious dropout program in Northern Kentucky. Housed at the University of Kentucky, it examines such factors as poor economic conditions, large numbers of women and households headed by women that exist below the poverty level, Appalachian fatalism, ineffective role models, and high absenteeism. It works with about 50 potential dropouts (two-thirds female) at Covington Holmes and Newport High Schools, addressing these issues. They will be offered the following: motivational and personal counseling to set career goals; economic opportunities for jobs in which their pay is based particularly on academic achievement; academic tutoring from peers; child care if needed; positive role models from volunteer mentors; referral to social agencies if necessary; and encouragement to make postsecondary plans through help from various agencies. (Author/SM)

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GRAD*STAR (A Women's Educational Equity Act Program).

Michael Berry

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Grad * Star

ABSTRACT

The dropout problem in Northern Kentucky, and more specifically in the cities of Covington and Newport, is extremely serious. Over half of the students who attend Covington Holmes and Newport High Schools as ninth graders will drop out before they graduate. The reasons most of these students drop out include poor economic conditions, especially evident in the large numbers of women and households headed by women that exist below the poverty level; Appalachian "Fatalism"; lack of effective home role models; and high absenteeism. If funded, we propose to address these detrimental factors by working with 50 ninth and tenth graders from Covington Holmes and Newport High Schools who are potential dropouts and offering them motivational and personal counseling to set career goals, economic opportunities for jobs in which their pay is based partially on academic achievement, academic tutoring from peers, child care if needed, positive role models from volunteer mentors, referral to social agencies or other forms of assistance if family or personal problems warrant such, and encouragement to make post-secondary plans through help from such agencies as Educational Talent Search and the Job Training Partnership Act. We expect a high success rate and are focusing the program primarily on women. At least two thirds of the participants will be female and every effort will be made to recruit women who are of racial or ethnic minorities, women who are physically handicapped, single women who are mothers, and women who are economically disadvantaged.

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NEEDS

Kentucky now ranks 36 among the states in the number of students who graduate from high school (Kentucky Post October 15, 1987). While this is up from the 1980 census figure of fiftieth, it still indicates problems exist. Especially alarming are the dropout rates in the populous region of Northern Kentucky. The large cities of Covington (population 49,569, 1980 Census) in Kenton County and Newport (population 21,387, 1980 Census) in Campbell County have great numbers of economically disadvantaged inhabitants, and it is among this population that the dropout rate is highest.

The two public high schools that serve these areas, Covington Holmes High School and Newport High School, report serious dropout problems. During the 1985-86 school year only 51.75 per cent of the students who had been in Holmes High School's 1982-83 ninth grade class graduated. Even more alarming is the 43.39 per cent graduation rate for Newport High School during the same period. (Profiles of Kentucky Public Schools, 1985-86, Kentucky Department of Education).

Several factors can be attributed to the high dropout rate in these two schools. Most of these students who drop out are poor. Covington, while it is the fourth largest urban area in Kentucky, had the designation of being the most impacted city in the nation in February, 1979 (U.S. Housing and Urban Development Department) and the economic conditions have remained poor these

past nine years. Impaction refers to ranking of cities by the following criteria:

a. housing built before World War II
b. number of people living below the poverty level
c. decline in residents in cities of more than 50,000

Table 1 compares HUD criteria for Urban Development Grants with the statistics for Covington.

TABLE 1

		HUD Criteria for Urban Dev. Grants	Covington
a.	Age of Housing	34.4 years	82.8 years
b.	Per Capita Income	$1,424.00	$1,068.00
c.	Population Losses	15.52%	26.35%
d.	Unemployment	7.69%	10.62%
e.	Job Lag Decline	7.08%	3.50%
f.	Poverty	11.24%	19.12%

In Newport, 32.9 per cent of the population exists at or below 150 per cent of poverty, and in Newport High School, 50.4 per cent of the students are economically deprived. The percentage of Holmes students who are economically deprived is slightly higher at 50.5 (Profiles of Kentucky Public Schools, 1985-86). Links between the poverty levels and the dropout rates exist. Schools in poor districts generally are not well funded. One area that usually suffers is in the student counselor ratio. At Holmes the student/counselor ratio is 333/1 and Newport High School reports a student/counselor ratio of 410/1.

The precarious state of high school guidance/counseling services was reported in an article in the New York Times by Fred M. Hechinger (August 25, 1984). In his article entitled "Educators Find Flaws in College Counseling", Mr. Hechinger states:

> We find that kids who need guidance most get it least. The initial survey found that students from the lowest-income families get far less college counseling than those from affluent homes. Hardest hit are students whose families have had no college experience. In a budget crunch, guidance is usually first to be cut. Counselors often must deal with so many students that they barely know them and their needs.

Although the Kentucky Department of Education has decreed that dropout prevention is a priority and assigned a task force the duty of designing a program of dropout prevention, few monies have been allocated by the state legislature and few personnel have been hired or given release time to complete the task. Student/counselor ratios are not improving. Kentucky's Governor Wallace Wilikinson has stated that no new or staus quo monies are available. The revenue level is projected to be so low that even many identified critical needs will not be funded (Louisville Courier Journal, January 27, 1988).

An additional economic problem occurs with the number of households headed by women. "Nearly a fifth of all Kentucky women live in poverty. In Kentucky, 18.9 per cent of the women are in poverty, compared with a national rate of 13.8 per cent. Poverty rates for dependent children in households headed by women are 53.5 per cent in Kentucky and 47.8 per cent nationally." (The Cincinnati Enquirer, January 8, 1982). In many huseholds in Covington and Newport one encourters twon and sometimes three generations of unmarried women and their children.

Another factor for the high dropout rate is the number of displaced Appalachians residing in the area. The population of

Newport is 50 per cent Appalachian, and Covington is 45 per cent Appalachian (estimates from Northern Kentucky Area Development District). P. Calestro and A. Hill conducted a study "Appalachian Culture in the Greater Cincinnati Area," for the Urban Appalachian Council of Cincinnati (Covington and Newport are directly across the Ohio River from Cincinnati, Ohio) and found the dropout rates in urban Appalachian neighborhoods to be alarming. They suggest in their study:

> For many of these boys and girls, high school is a boring, frustrating experience to be ended as soon as humanly possible by dropping out at age 16 with a work permit and some kind of job. Joining the armed forces at age 17 is highly valued by such boys, both delinquent and non-delinquent. Because they do not seek professional careers which require college pedigrees, high school is not viewed as a college preparatory program, and such subject as English, History, and Social Studies are seen as having little if any relevance to their own life goal.

Another explanation for this low educational attainment is the socio-economic "fatalism" which is rooted in the culture of the Appalachians. Youth growing up in families in which the parents and grandparents have not completed high school believe that there is no better life for them. Parents resist attempts by their children to "better themselves above their elders." This fatalism and inadequate school experience are illustrated in the 1980 Census data that show in Kenton County, where Covington is located, 41 per cent of the population 25 years and older has not completed high school, and in Campbell County, where Newport is located, 44.3 per cent of the population has not completed high school.

Other minority groups live in Northern Kentucky, the largest of these groups being Blacks. They make up 7.18 per cent of Covington's population and 4 per cent of Newport's.

The parents and other adults in the area who have limited education are often ineffective role models for youth who have potential to utilize education to pursue careers. There are also many adults who do not value education as a means to "get ahead in the world" and actively discourage their children from obtaining an education.

Yet another factor in the dropout rate in Covington and Newport is the high rate of absenteeism. Obviously the more a student misses school, the less commitments she feels to learning. Her grades, in turn, will suffer and dropping out appears to be the answer to her problems.

High absenteeism in Covington and Newport can be related to the low education and economic levels of the communities. The 1985-86 district-wide attendance rates (93.07 percent in Covington and 93.39 per cent in Newport) were below the 95.5 per cent the Commonwealth of Kentucky considers satisfactory. Mike Murphy, pupil personnel director for Newport schools, indicated inner-city school districts tend to show greater absenteeism among students than suburban or rural districts. He pointed to a transient and less-educated adult city population as reasons for attendance problems. Barbara Rohrer, spokesperson for the Covington school system, said Covington has a "unique... transient student population. We have a lot of families moving within the district and we also have those

people that move to the city for work, then can't find jobs, and move back to the country... something you would not see in some of the suburban districts." (Cincinnati Enquirer, November 11, 1986.)

SUMMARY

The dropout problem in Northern Kentucky is extremely serious. The factors attributed to it (poor economic conditions, large numbers of women and households headed by women that exist below the poverty level, Appalachian Fatalism, ineffective role models, and high absenteeism) appear to be inter-related. What we propose to do, if funded through the Women's Educational Equity Act Program, is to work with potential dropouts at Holmes and Newport High Schools and address these detrimental factors. We will provide, if not solutions, alternatives for these students and encouragement and support to remain in school and graduate. Our specific objectives and plan of action follow.

OBJECTIVES

I. The Women's Educational Equity Act Program (WEEAP) will recruit 50 potential ninth and tenth grade dropouts from Holmes High School and Newport High School.
   A. We will request recommendations from the high school counselors.

   B. At least two thirds of the participants will be women.

      1. Every effort will be made to encourage women of racial and ethnic minorities, women who are handicapped, single women who are mothers, and women who are economically disadvantaged to apply.

2. Recruiting activities will be publicized throughout the schools. Local social service agencies will be contacted also.

C. At least two thirds of the participants will be economically disadvantaged.

D. Applicants to the program will complete application forms and will provide financial information.

E. Applicants will be selected no later than the end of September. If the program is funded for the following year, recruitment will take place in the spring.

II. Motivational counseling, academic tutoring, and economic incentives will be employed to encourage the participants to remain in school.

A. Motivational workshops and group and individual counseling will take place within the schools.

1. A motivational workshop will be held with the participants no later than the end of November utilizing the Eden Ryl motivational series cassettes (provided by Northern Kentucky University) to facilitate discussion of goals, education, determination, and sacrifice.

2. The counselor will meet individually with the student at the school no less than two times during the year to provide counseling and guidance in goals formation and values clarification and to highlight the relationship between secondary education, post-secondary education, and career expectations.

3. The WEEAP counselor will contact the high school counselor at the end of each academic quarter to determine if the participant's attendance, grades, and classroom deportment are satisfactory. If the results of this check up are judged to be unsatisfactory, the counselor will contact the student's parent(s) to encourage family support and involvement and to offer assistance and guidance where possible. Tutors may be arranged at any time it appears necessary.

4. A career exploration workshop for the participants in each school will be held in February. The PIES (Picture Interest Exploration Survey), supplied by Northern Kentucky University or SDS (Self-Directed Search) will be utilized to determine areas of interest. Educational requirements for the careers of interest to the participants will be discussed.

5. The high school counselor will notify WEEAP immediately if a participant drops out of school. The WEEAP counselor will contact the participant within 10 days to provide information on school re-entry or GED testing as well as available credit by correspondence. The counselor will talk to the parent(s) to determine the probable cause for dropping out and to elicit parental support for school re-entry. A report will be placed in the student's file outlining the case history, probable cause for dropping out, intervention techniques attempted, and the results.

B. Participants in the program will be provided with some financial help and academic incentives through jobs.

1. Employers would be sought to employ these students for 10 hours per week. The employer would be expected to provide $2.00 per hour toward the wages plus FICA. The program contribution would be $1.35 per hour plus $.05 per hour for each high school credit the student has successfully completed or is currently taking and maintaining at least a C average.

2. This portion of the program would last 40 weeks although the employer may wish to continue employing the student during the summer, but this arrangement would not affect or be affected by the program.

3. Efforts would be made to try to place the participants in jobs that would be of some interest to them and their career goals.

4. Victor Herbert, superintendent of the New York City school system's Dropout Prevention Program (DPP) sees jobs as a way to keep students from dropping out. In "Employment Strategies for Dropout Prevention" (Education Week, January 27, 1988), he writes:

> As a fundamental principle, employment opportunities must be part of any dropout-prevention effort. Working can nourish self-esteem and can give youngsters a feeling of belonging in spite of the hardships confronted at home and in their neighborhoods. Because it relates education to long term economic independence, a job also motivates students to attend school and obtain a diploma. Finally, professional experiences can teach students about such values as responsibility to others, punctuality, and discipline.

Employment, then, can be an effective anti-dropout strategy, particularly when it is used as an incentive for disadvantaged youth to stay in school. Through the efforts of school personnel and community-based organizations in the D.P.P. high schools, hundreds of part-time jobs--within the schools, in local businesses, or in the public sector--have been found for teenagers who are at risk of dropping out.

The opportunity to win a part-time job in return for good attendance and achievement can be enormously stabilizing to youngsters who are already succeeding in school. We have found that the offer of a job induces many potential dropouts to remain in school.

C. Participants in the program will be provided with academic tutoring if needed.

1. Peer tutors would be provided at the rate of $5.00 per hour for 30 weeks. They would work a maximum of five hours per week.

2. It probably will not be necessary for each participant to be tutored one hour a day for five days each week, but tutors would be available to work with individual students or small groups.

D. Participants in the program will be provided with financial help with child care if needed.

1. Some of the participants might need child care in order to stay in school.

2. Each participant needing this help would receive $40.00 per week for 40 weeks.
3. The counselor/coordinator will determine the appropriateness of all child care facilities before allocating money for child care.

E. Participants in the program will be provided with positive and effective role models through voluntary mentors.

1. Persons who might be interested in volunteering a few hours each month to serve as role models and to offer encouragement and inspiration will be sought out.

2. Each volunteer will be invited to a training session and will be introduced to his/her mentoree (and possibly the mentoree's family).

3. The mentors will call the participants occasionally and meet with them every one or two months to discuss school work, career goals, family situations, etc.

4. Mentors would be encouraged to have their mentorees visit them at their work places at least once.

F. Participants in the program will be referred to social agencies, family counselors, medical help, or other forms of assistance if necessary.

1. Participants needing additional help will be referred to appropriate social agencies.

2. This will be done after consulting with the high school counselors.

G. So that they will receive additional support when they enter the eleventh and twelfth grades, successful participants in the program will be encouraged to apply for help with post-secondary plans to Educational Talent Search, Job Training Partnership Act, or other agencies.

III. At least 70 per cent of the recruited students will remain in school and graduate.

A. Periodic follow-ups on former participants will be done as they complete the eleventh and twelfth grades and it will be noted if and when they drop out.

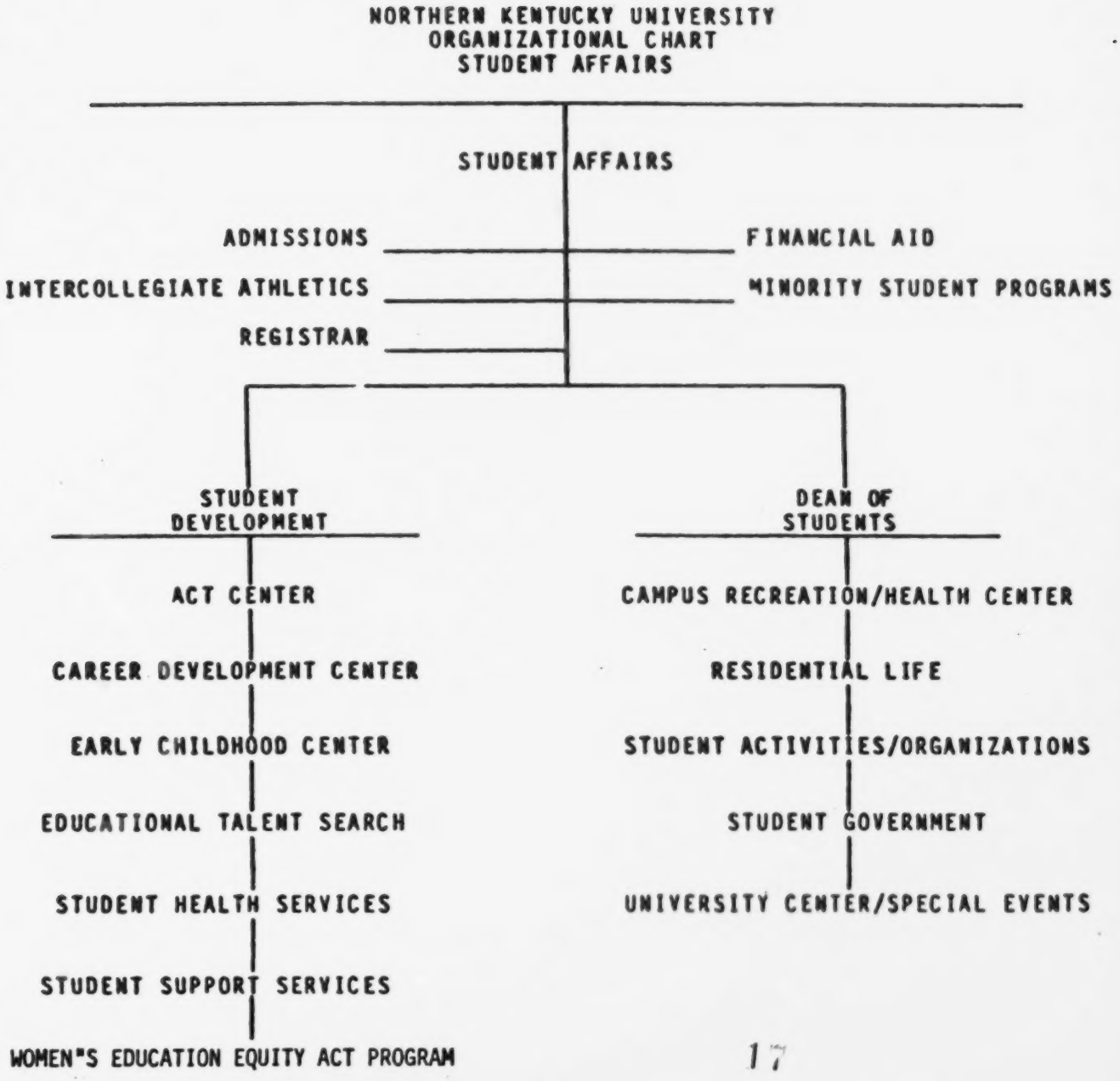
B. The reasons for dropping out will be recorded if possible, and they will be considered in evaluating and, perhaps, changing the program.

PLAN OF ACTION

The Women's Educational Equity Act Program (WEEAP) will be housed at Northern Kentucky University on the University College campus in Covington, Kentucky. This facility is within three miles of Holmes High School and within four miles of Newport High School. The program will be provided with office space by the University at no cost and will have access to a computer, copying equipment, video equipment, telephones, printing services, and library resources.

The staff will be composed of one full-time counselor/ coordinator, one half-time counselor, and a full-time secretary. They will report to the Director of Student Development. The Office of Student Development is one of the seven main branches of the Division of Student Affairs. (see chart). The Director of Student Affairs is responsible for five budget units and three service areas: Career Development Center; Advising, Counseling, and Testing Center; the Student Support Services Program; Educational Talent Search; the Early Childhood Center; and Physical and Mental Health Service, Handicapped Student Services, and Adult Student Services.

The counselor/coordinator for WEEAP will develop and administer the program; recruit participants cooperating businesses, and tutors; counsel and make referrals; and work with the secretary in recordkeeping and record reporting. He/ she will sign all documents and directives in the offices of Grants and Contracts, Personnel, and Budget which relate to the Women's Educational Equity Act Program.


NORTHERN KENTUCKY UNIVERSITY
ORGANIZATIONAL CHART
STUDENT AFFAIRS
STUDENT AFFAIRS
ADMISSIONS
FINANCIAL AID
INTERCOLLEGIATE ATHLETICS
MINORITY STUDENT PROGRAMS
REGISTRAR
STUDENT DEVELOPMENT
ACT CENTER
CAREER DEVELOPMENT CENTER
EARLY CHILDHOOD CENTER
EDUCATIONAL TALENT SEARCH
STUDENT HEALTH SERVICES
STUDENT SUPPORT SERVICES
WOMEN"S EDUCATION EQUITY ACT PROGRAM
DEAN OF STUDENTS
CAMPUS RECREATION/HEALTH CENTER
RESIDENTIAL LIFE
STUDENT ACTIVITIES/ORGANIZATIONS
STUDENT GOVERNMENT
UNIVERSITY CENTER/SPECIAL EVENTS

The part-time counselor will assist the counselor/coordinator in recruiting cooperating businesses; recruit volunteer mentors; and counsel and make referrals. The secretary will assist the counselor/coordinator with record management; contact cooperating businesses as to the participants' pay; and type, file and handle other day-to-day procedures.

The staff will be evaluated on a regular basis. Records and reports will be reviewed monthly by the counselor/coordinator and the Director of Student Development. The following is a detailed report of records management for this project:

Recordkeeping

Records Related to Grant Funds

All fiscal records are maintained in the Accounting Office by a grants/contracts fiscal officer who oversees all grant funds for the University. From this office the WEEAP will receive a monthly report of expenditures. The monthly report includes month-to-date, and year-to-date expenditures, encumbrances, per cent expended, and all purchases. The WEEAP will secretary keep a monthly budget of operating expenses and compare both reports to verify accuracy as well as receives reports from schools and contact businesses about the students' progress.

Records Related to Compliance with Program Requirements

The WEEAP application will be requisite for student participation. It will document eligibility for services in accordance with grant regulations. It will include verification of:

1. residence in school district and enrollment at Holmes or Newport
2. social security number
3. telephone number
4. disability status, if any
5. age
6. sex
7. citizenship
8. race
9. children, if any
10. income
11. household size
12. class in school
13. grade point average
14. marital status

In addition, participants will complete Release of Information Forms which will be used to obtain high school or junior high school transcripts, achievement test scores, and other pertinent information the school or social agencies might provide including information on family background. Financial Disclosure Forms and Permission to Participate in the WEEAP Forms will be completed by parents or guardians. In some cases, participants may need to complete Work Permits and Requests for Child Care Allocations also.

A file will be maintained on each participant and it will contain some or all of the following:

1. Monthly record--grades, attendance, work record
2. Record of participant's counseling sessions
3. Tutor reports
4. Cooperating business reports

5. Mentor reports
6. Evaluations of child care facilities
7. Referral Forms
8. Transcripts
9. Other letters and documents sent to WEEAP

Each cooperating business will complete a form agreeing to provide a job or jobs for the prescribed hours and wages. Businesses will file monthly reports on the participants' progress. Peer tutors must fill out applications to work with the program and, after being employed, will file monthly reports on the participants also. Volunteer mentors will also complete progress reports periodically.

The counselor/coordinator will do follow-up reports on the participants after they complete the program and these will be added to their files on a periodic basis. Additionally, the counselor/coordinator will file monthly and annual program reports to the Director of Student Development and an annual report to the Department of Education.

TIME LINE

July and August
- Recruit cooperating businesses
- Recruit volunteer mentors
- Contact high school counselors for names of potential dropouts
- Contact these students by phone or mail

August and September
- Visit schools to recruit participants
- Visit schools to recruit tutors
- Determine which applicants will be participants
- Match participants with businesses
- Match participants with mentors
- Determine acceptability of child care facilities if necessary
- Hold social event to introduce mentors to participants

October
- Match participants with tutors
- Hold individual counseling sessions with each participant
- Hold small group meetings for motivational and career discussions
- Contact businesses for work reports
- Contact high school counselors for academic and attendance reports

November
- Contact mentors for reports
- Contact tutors for reports
- Complete small group meetings for motivational and career discussions

December
- Hold individual counseling sessions with each participant
- Hold social event for mentors and participants

January
- Contact businesses for work reports
- Contact high school counselors for academic and attendance reports

February
- Hold more small group meetings for career discussions
- Contact mentors for reports
- Contact tutors for reports

March
- Hold individual counseling sessions
- Contact businesses for work reports
- Contact high school counselors for academic and attendance reports

April

Contact mentors for reports
Contact tutor for reports
*Begin recruiting potential dropouts for next year's program
*Begin recruiting businesses for next year's program

May

Hold social event for mentors and participants
Contact high school counselors for final academic and attendance reports
Contact tutors and mentors for final reports
Hold individual counseling sessions.

June

Contact businesses for final work reports
Write year-end report
*Continue recruiting businesses for next year's program
*Send letters to next year's recruits and participants who will continue.

Several activities will be ongoing as the year progresses:

1. Referrals to social agencies or other areas of assistance will take place whenever it is deemed necessary.

2. If the program continues beyond one year, periodic follow-ups will be done on all participants.

*Assuming the program is funded again.

It will be difficult to evaluate the overall effectiveness of the program after one year. Periodic follow-ups on former participants will be done as they complete the eleventh and twelfth grades and note will be taken if and when they drop out. The reasons for dropping out will be considered in evaluating and, perhaps, changing the program. The goal of the program, of course, is to prevent dropouts and so the more students who remain in school and graduate, the more effective the program will be judged to be.

PERSONNEL

WEEAP will employ three people: a full-time counselor/coordinator, a half-time counselor, and a full-time secretary. All three staff members will be employed for twelve months and one hundred per cent of their time will be committed to WEEAP. They will be paid totally from federal funds.

Counselor/Coordinator:

The counselor/coordinator is responsible for successful implementation of all program activities.

Qualifications:

1. Master's degree in relevant discipline.
2. Two years of relevant experience.
3. At least two years experience and success in dealing with students from disadvantaged backgrounds.
4. The ability to relate well to people, especially from disadvantaged backgrounds.

Job Description:

1. Direct the Women's Educational Equity Act Program according to the Department of Education guidelines and operations.
2. Develop and supervise WEEAP budget.
3. Develop short and long range objectives for the program.
4. Supervise hiring of WEEAP staff. Orient and train new staff.
5. Prepare monthly and end-of-year reports for the University and Department of Education.
6. Coordinate activities of staff.
7. Supervise and evaluate staff.
8. Identify and recruit student participants, cooperating businesses, and tutors for program.

9. Interact with high school counselors, business managers, and directors of social agencies.

10. Counsel up to 25 potential dropouts.

11. Determine acceptability of child care facilities if necessary.

Counselor

The half-time counselor will have a caseload of at least twenty-five potential dropouts.

Qualifications:

1. Master's degree in relevant field required.

2. At least two years experience and success in dealing with students from disadvantaged backgrounds.

3. The ability to relate well to people, especially from disadvantaged backgrounds.

Job Description:

1. Counsel twenty-five or more potential dropouts.

2. Interact with high school counselors, business managers, and directors of social agencies.

3. Identify and recruit volunteer mentors.

4. Arrange three social activities for participants and volunteer mentors.

5. Assist the counselor/coordinator in identifying and recruiting student participants and cooperating businesses.

Secretary

Qualifications:

1. High school graduate.

2. At least two years previous office experience.

3. General secretarial skills.

Job Description:

1. Maintain the office.
2. Act as principal information source for the office.
3. Respond to and sign a wide range of correspondence and internal documents.
4. Distribute mail and messages.
5. Collect and maintain necessary documentation in participants' files.
6. Type, file, and keep records for the program.
7. Review monthly budget print-out to identify problem areas.
8. Maintain daily bookkeeping record of operating expenditures.
9. Contact cooperating businesses as to changes in participants' wages.

Equal Employment Opportunities

Northern Kentucky University is committed to the ideal of a university community which reflects a diversity of cultural backgrounds in the people served by the institution. The University has adopted an Affirmative Action Plan (revised 5/81) as a step of fulfilling that commitment.

The objectives of this Affirmative Action Plan are the following:

1. To utilize women, veterans, and minority group employees in all fields and on all levels of employment in proportion to the availability of minority group members, veterans, and women in the population of the identified recruitment areas.

2. To actively recruit women students, veteran students, and students from minority groups and to develop programs which will eventually graduate a number of women, veterans, and minority group students reflective of population percentages.
3. To abide by the equal opportunity requirements of the laws of the Commonwealth of Kentucky and the United States.

To implement this policy, Northern Kentucky University has adopted the following policies and procedures:

1. The recruitment, hiring, training, and promotion of persons in all job titles will be accomplished without regard to race, color, religion, sex, national origin, handicap, status as disabled veteran, or veteran of the Vietnam Era, or age.
2. Specific and result-oriented goals and timetables have been developed to which the University is committed to apply every good faith effort, to guarantee equal employment opportunity.
3. The utilization of women and minority group employees in all fields and on all levels of employment will be in proportion to the availability of women and minority group members in the population of the identified recruitment areas.

4. The administration of all personnel actions, including but not limited to, compensation, benefits, tuition remission, training, and education will be handled without regard to race, color, religion, sex, national origin, handicap, disabled veteran, or veteran of the Vietnam Era, or age.

In the event that there is a personnel vacancy in the Women's Educational Equity Act Program, the position will be advertised in the area newspapers, The Kentucky Post and The Cincinnati Post, Kentucky Enquirer, and the Cincinnati Enquirer. It will be advertised also in the Cincinnati Herald of which the majority of readers are minorities.

The Affirmative Action Office reviews recruitment efforts and selection before any hiring offers are extended. An Affirmative Action Form must be approved before an offer of employment may be made.

The Office of Affirmative Action will request further verification of credentials if it appears other minority candidates are also qualified for this position, and oversees the implementation of the affirmative action plan. The staff of Northern Kentucky University is presently 52 percent female and 5 per cent minority. The Northern Kentucky area has a minority (black) population of 1.9 per cent.

1. Northern Kentucky University's University College Campus where WEEAP is housed.
2. Covington - Holmes High School
3. Newport High School